

Professional
Development
ADVOCACY

INTEGRITY

Resources

SERVICE

ETHICS

Recognition

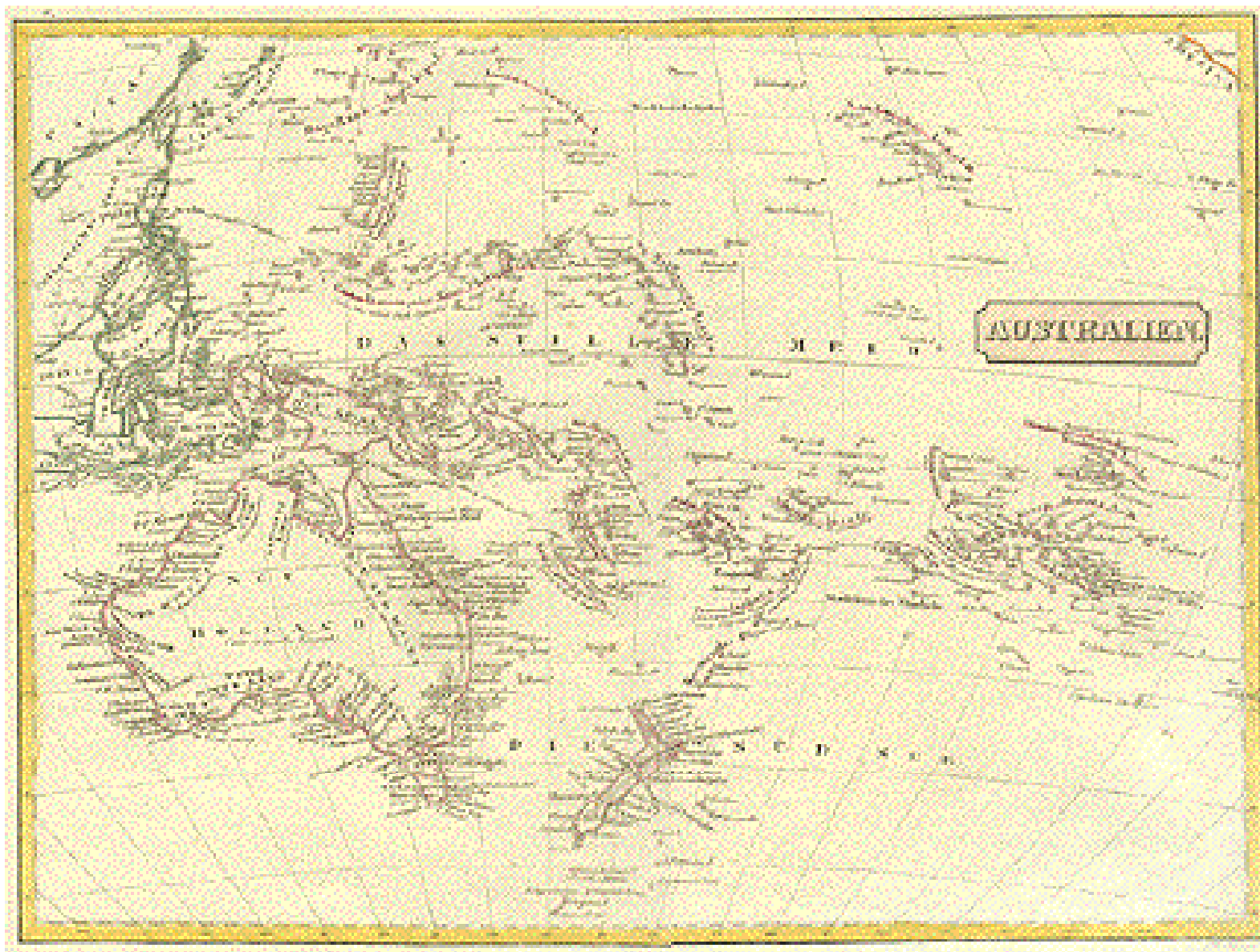
Not Only But Also: Private Plus Public Investment - Global Philanthropy Comparisons

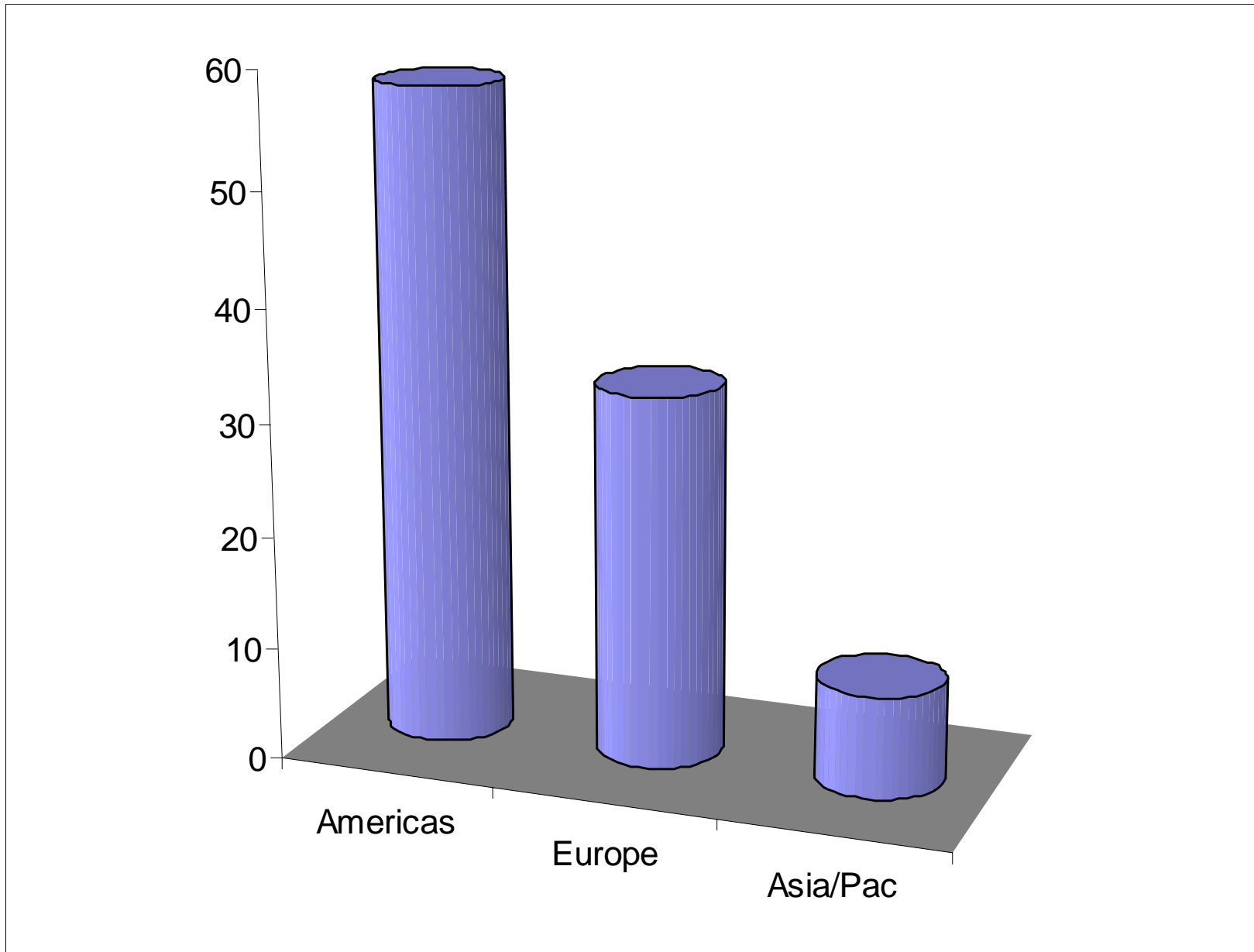
Joanna Motion

Vice President for International Operations

CASE.

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION





Access

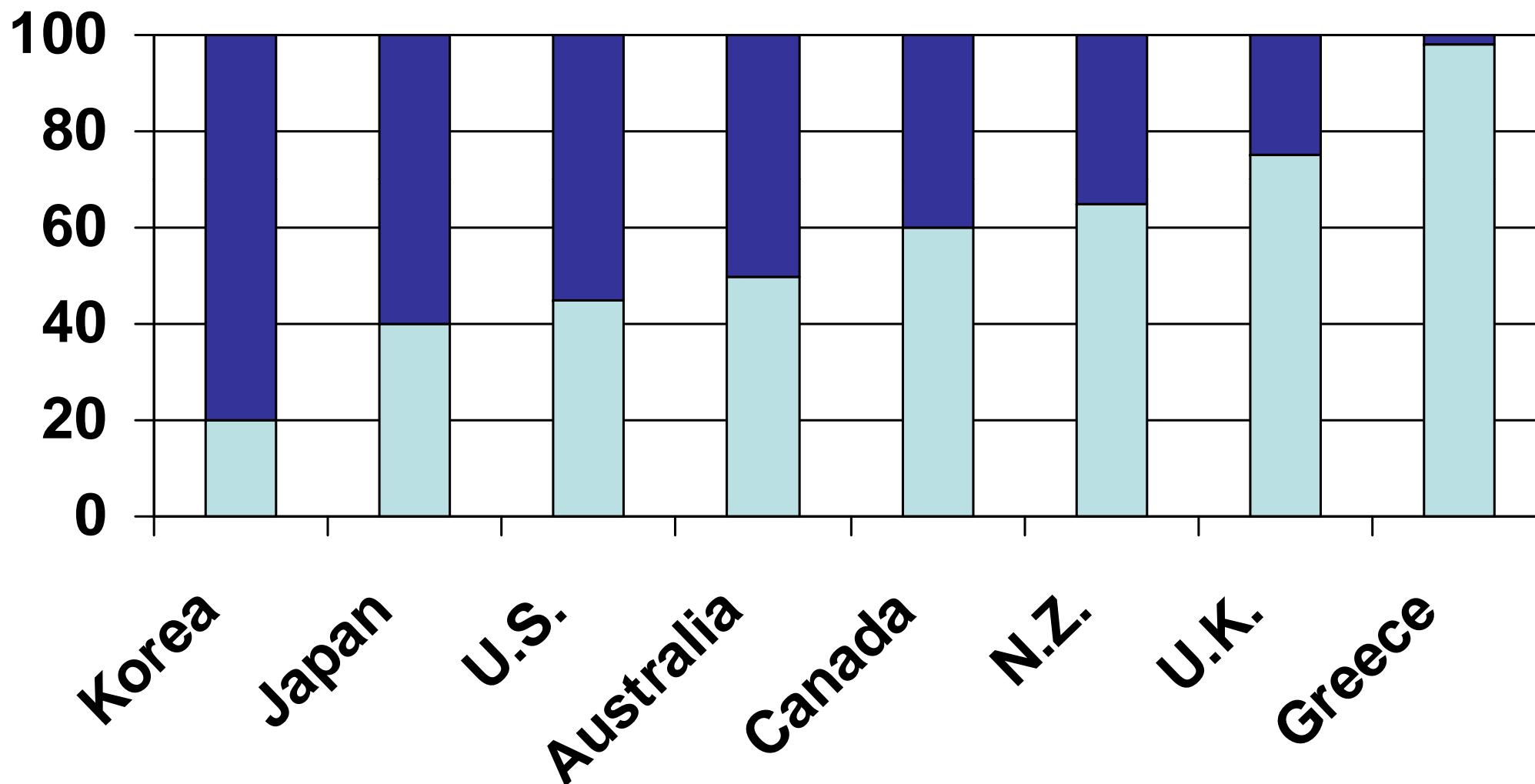
Excellence

+ Inflation

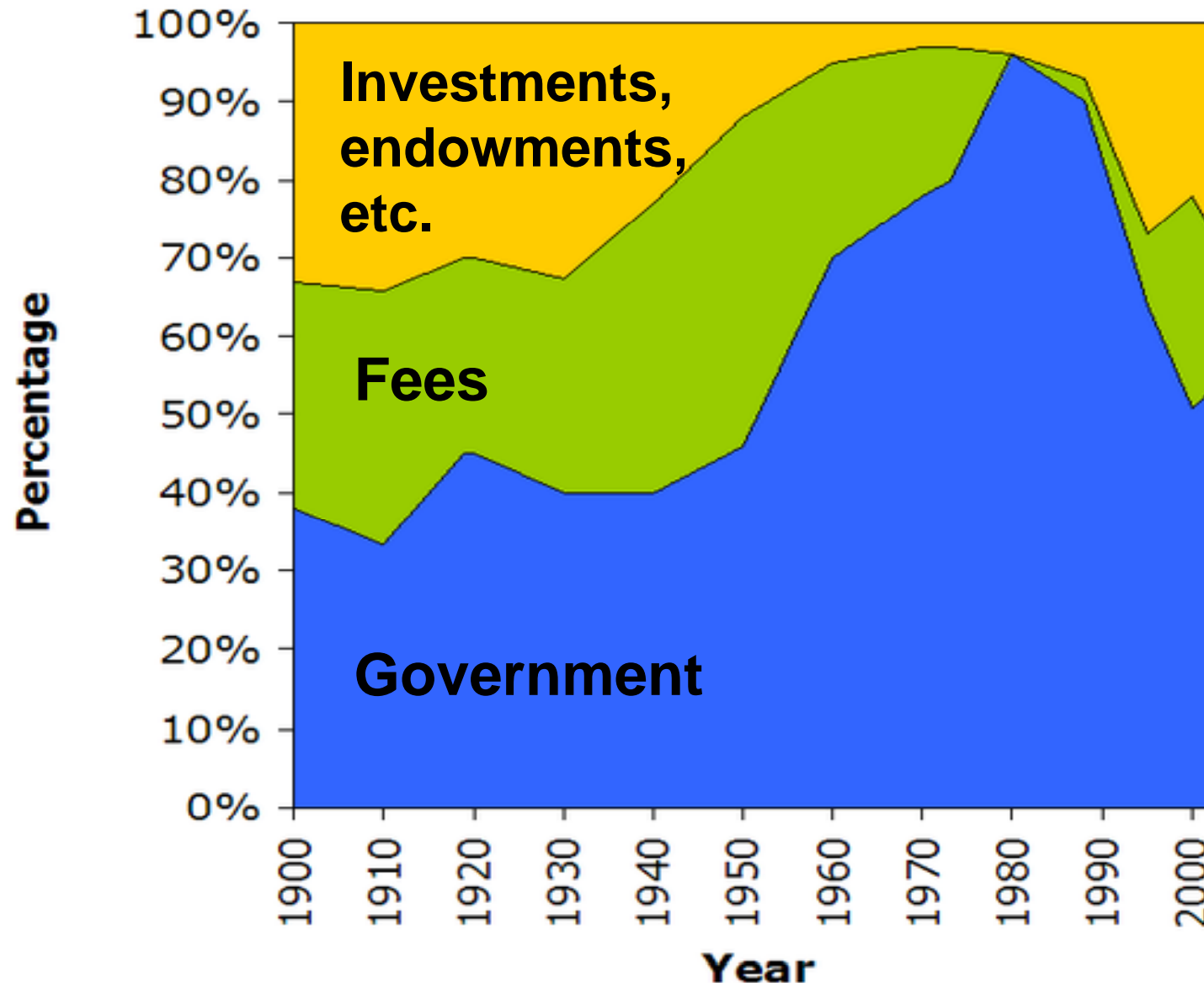
Higher Costs

Funding models vary widely

■ Private Expenditures as % of Total
■ Public Expenditures as % of Total



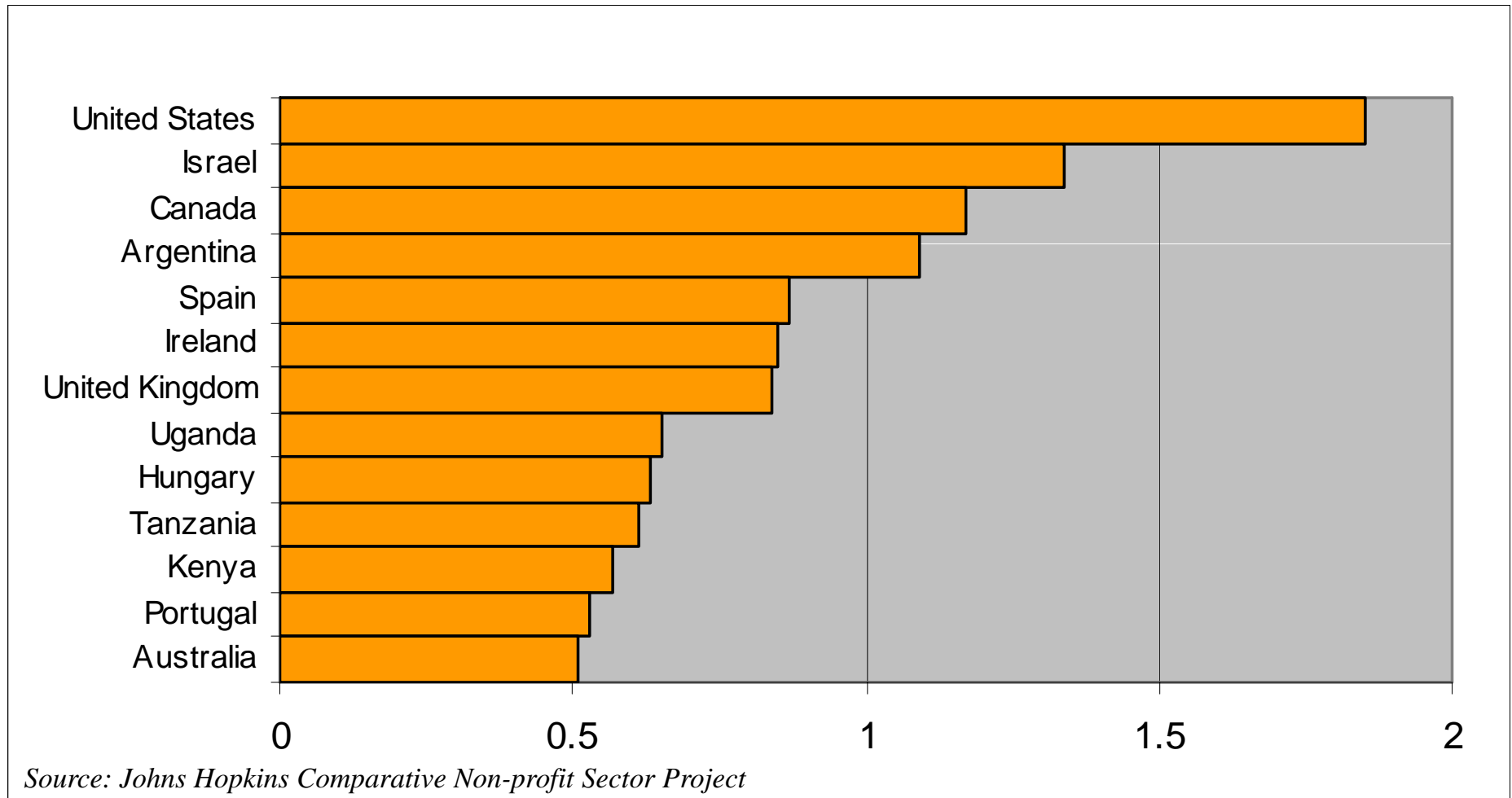
CASE Support is shifting from public to private

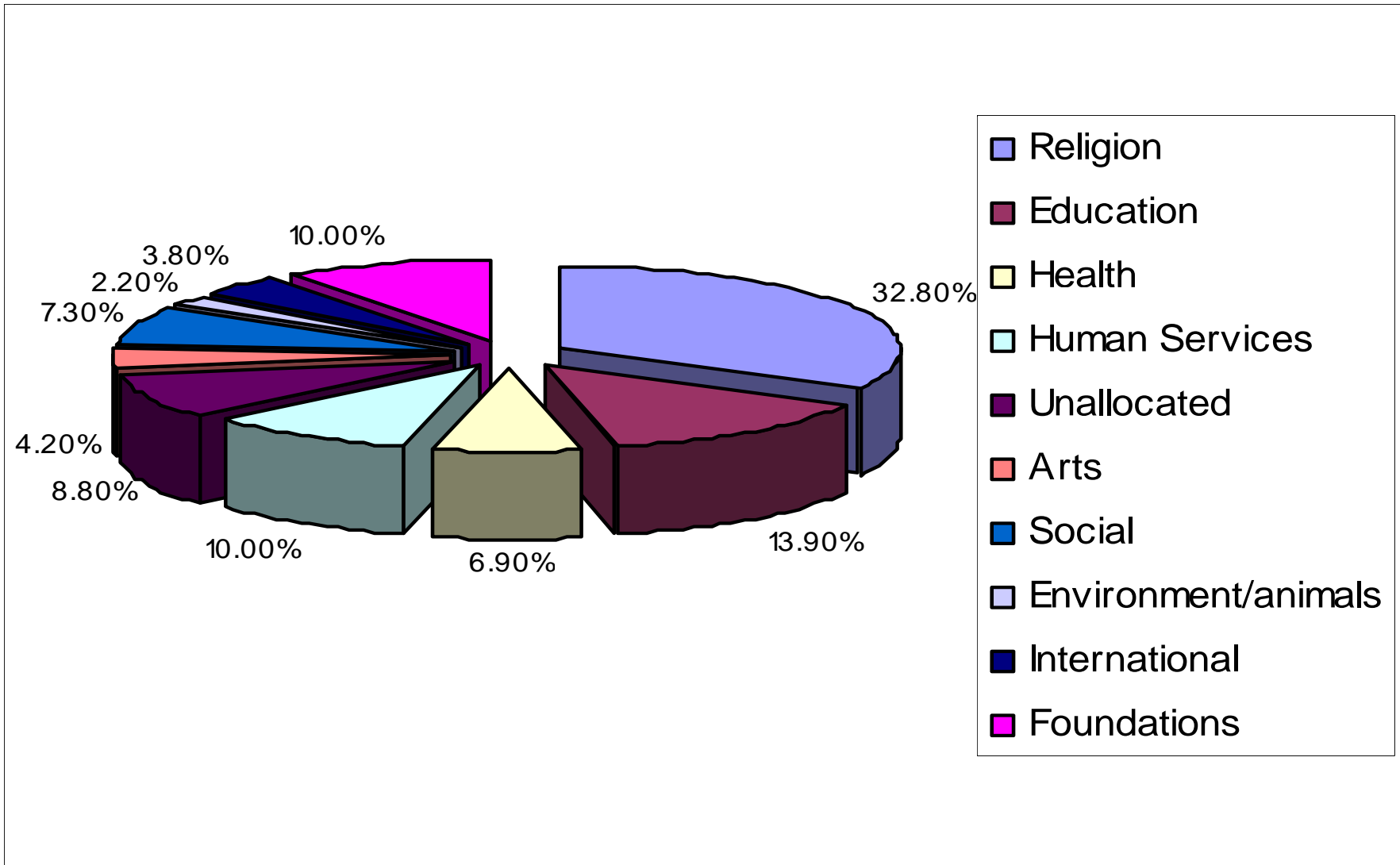


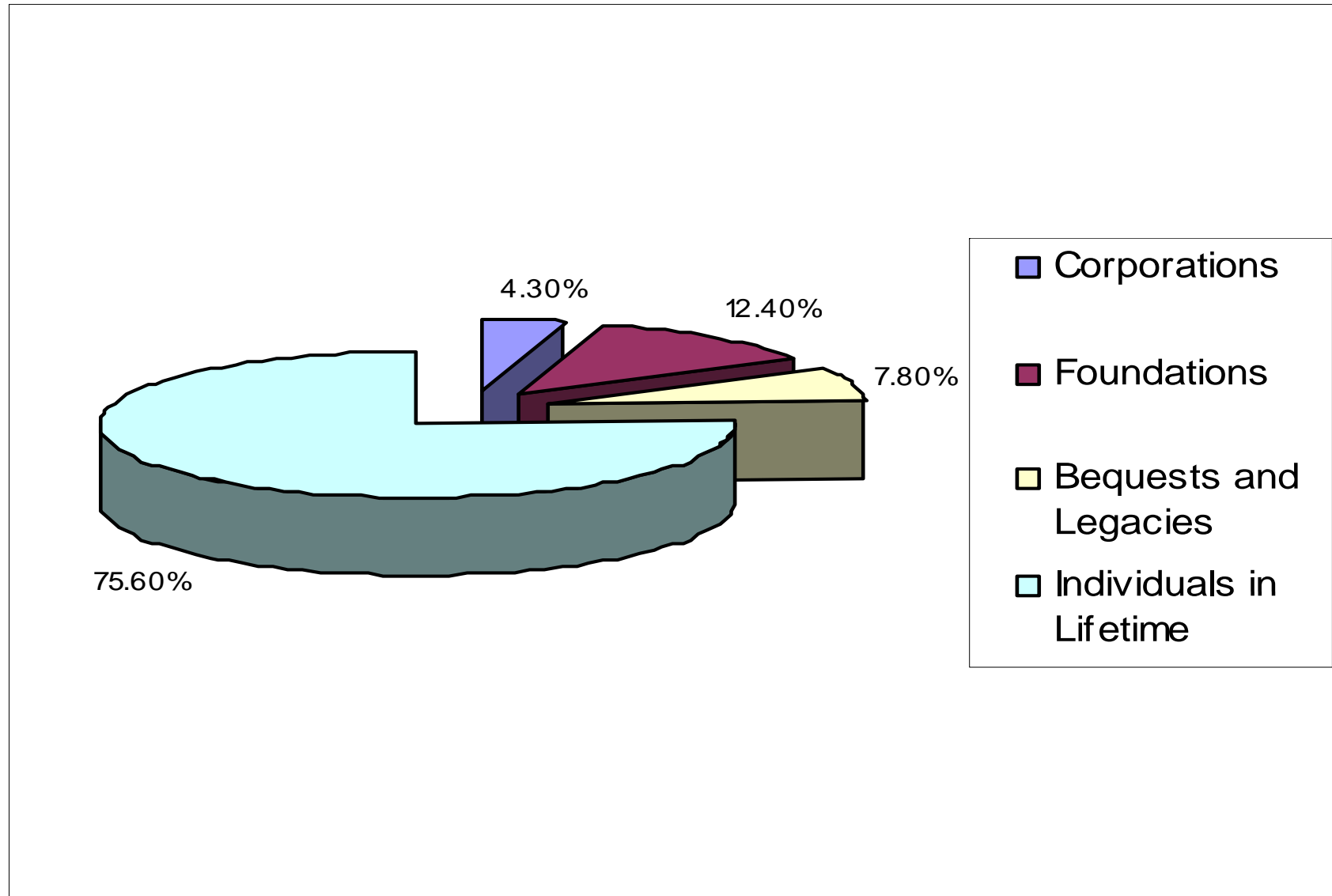
Funding Sources for University of Sydney

The 13 most generous countries for charitable giving

Donations as a share of GDP (%)

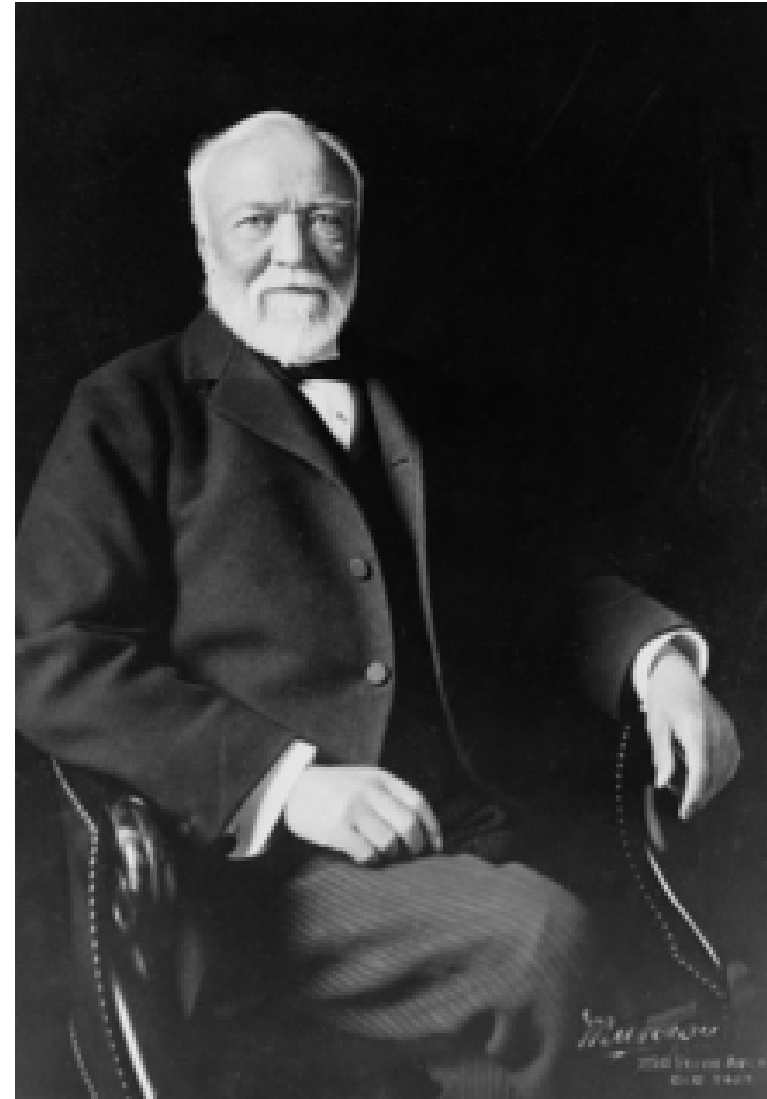






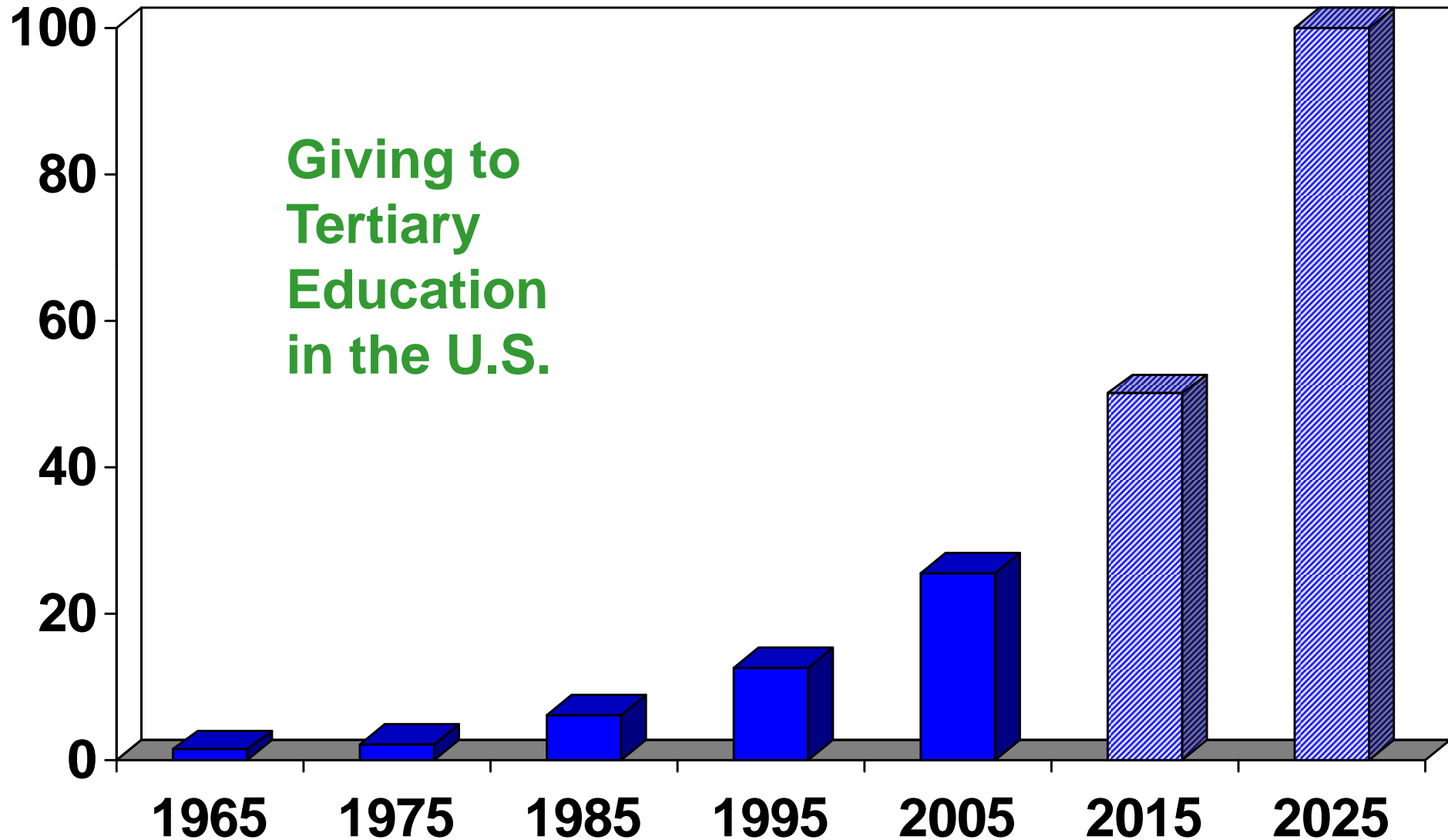
**“The Man Who
Dies Rich Dies
Disgraced”**

Andrew Carnegie
(1835 – 1919)



CASE. Philanthropy provides “margin of excellence”

Billions in US\$



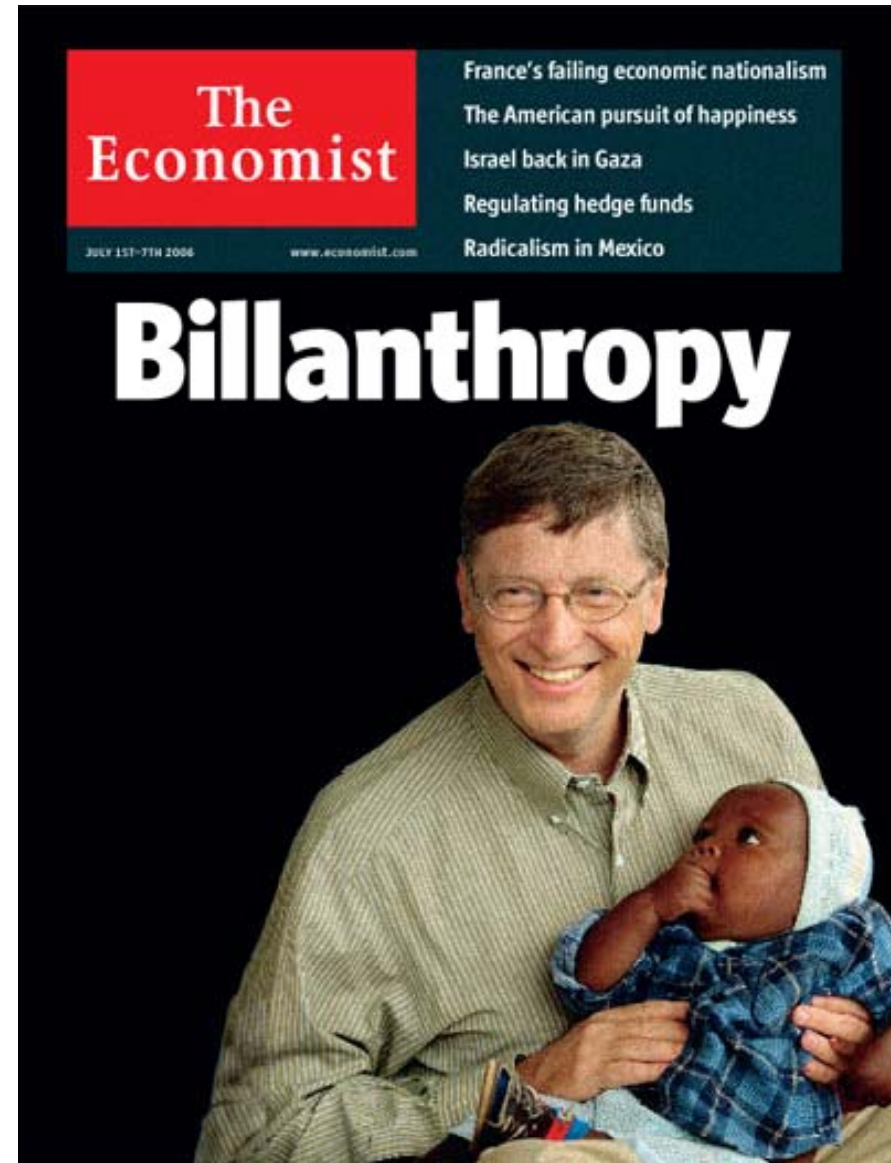
**“A Passionate Believer In
The Importance Of
Education .”**

Francis Ormond
(1829 – 1889)



“Once you have decided and are clear that leaving too much money for your kids is not good for them nor is it good for society, donating to worthwhile charities becomes automatic.”

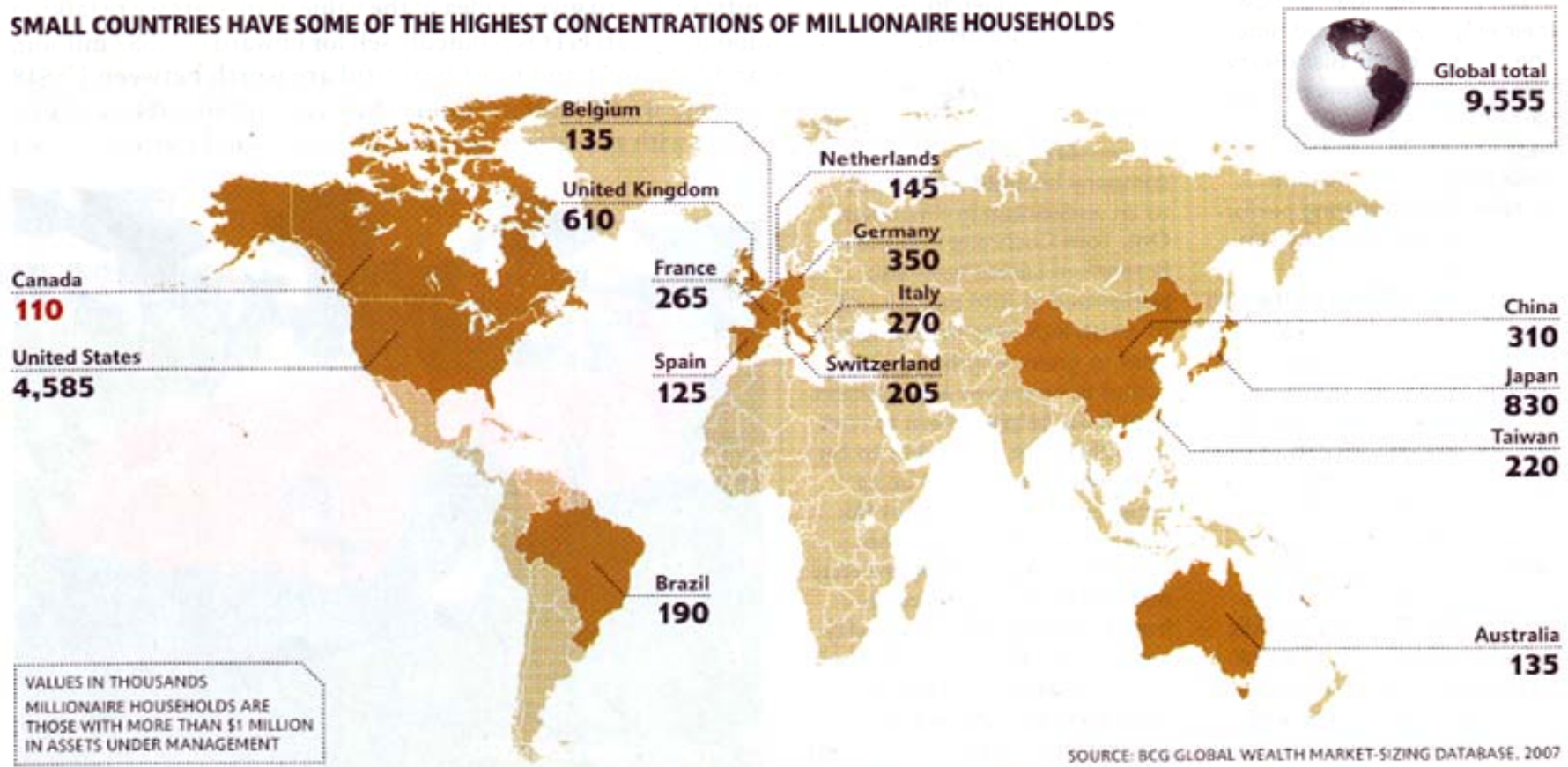
Bill Gates
(1955 – Present)



The Singapore Cabaret Dancers' Association held a five-night charity dance, commencing on 4 May 1953. Lasting a night each, the event was held at the Happy World Cabaret, Tien Yi Chin Cabaret, Great Southern Hotel Cabaret, Great World Cabaret and New World Cabaret. A total of \$11,960.39 was collected for the Nantah building fund.



SMALL COUNTRIES HAVE SOME OF THE HIGHEST CONCENTRATIONS OF MILLIONAIRE HOUSEHOLDS



EducationGuardian Higher

The greater good is not served by market forces

Guardian 11/12/07



Comment
Roger Brown

The government's decision to withdraw funding from students taking a second degree has raised the question of whether all students should not pay a fee equivalent to the cost of teaching them – what are known in the trade as full-cost fees. These are already paid by non-EU students, so why shouldn't "home" students do so too?

There are certainly some arguments in favour. In Britain, as in many countries, the expansion of higher education has outpaced the perceived ability of the taxpayer to fund it. As a result, tuition fees are now on the agenda even in parts of the world where they were previously taboo, such as central and eastern Europe. It is not clear that raising the cost to the student dampens demand, and it may make students take their studies more seriously. It is also argued that fees make universities more responsive, innovative and efficient.

ing costs, are a deterrent. These include many of the students from backgrounds in which going to university is not traditional, whom the government is, rightly, concerned to see in higher education. Another difficulty with the full cost argument is the fact that as the private contribution increases, the public contribution falls, as happened after top-up fees were introduced in 1998. Even with the "additional" revenue from variable fees, the proportion of UK GDP devoted to higher education will still be below the OECD average. There is also a continuing backlog of capital spending. At least for the foreseeable future this gap can only be bridged by public expenditure (private donations may help in the longer run but for most institutions they are merely flim-flam).

But the real difficulty with full-cost fees is the way they move higher education away from an experience to be gained to a product to be traded.

The principal argument used by ministers to justify the introduction of fees was that higher education is a "good buy". So students and their parents can hardly be blamed for seeing higher education as being primarily about preparation for the labour market. In turn, institutions competing for revenues and prestige can hardly be blamed for emphasising the additional earnings that their alumni will enjoy. Nor can firms be criticised for using universities

“At least for the foreseeable future this gap can only be bridged by public expenditure (private donations may help in the longer run but for most institutions they are merely flim-flam).”



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CM6/07/10

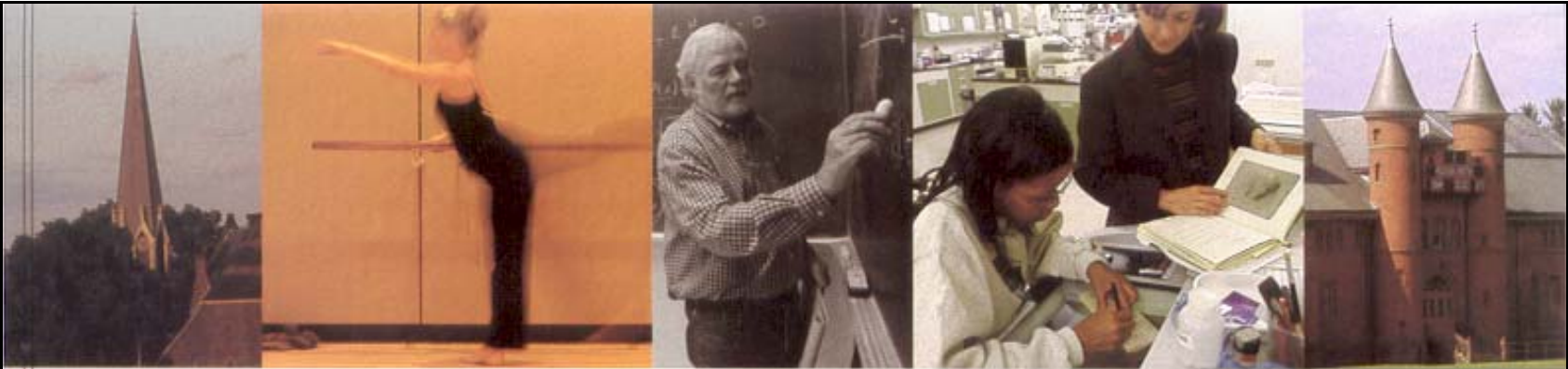
December

Dear Ms Motion,

Why we desperately need your help this Christmas

For 183 years now, the RNLI's volunteer lifeboat crews have risked their own lives to save others at sea. Relying entirely on the support of the UK public, altogether they've rescued over 137,000 people.

As you can see, it's been a demanding year



An eight-point case for *your support*:

1. Invest in world-class teaching.
2. Help us teach students to ask the right questions for the rest of their lives.
3. Support distinguished research.
4. Affirm the importance of a challenging mix of people and experiences.
5. Imagine students as world citizens.
6. Guarantee a Wesleyan education for those with the greatest potential, not the greatest advantages.
7. Work with us to harness technology to academic innovation.
8. Give to a place where giving makes a difference.

VCS ADVISED TO DON BEGGING CAPS

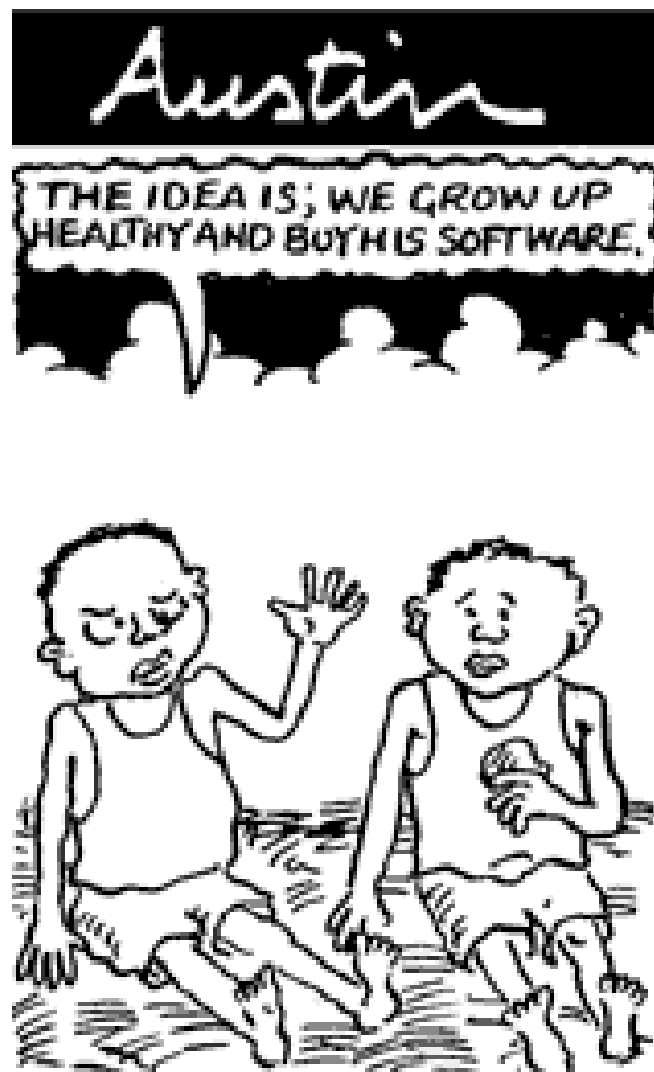
The Australian

12-04-2006

Australian universities need to take their caps in hand and ask Alumni and businesses

for financial support if they want to increase their funding streams, a British

fundraising expert advises. Bristol University vice-chancellor Eric Thomas told The ..



**“ It's hard to
lead a cavalry
charge if you
think you look
funny on a
horse”**

Adlai Stevenson
(1900 – 1965)





- Questions??
- motion@case.org